THE
TRAINING SCHOOL BULLETIN

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Charles Morris Elliott

1871 - 1941

Exceptional children and those professionally concerned for their welfare and training have suffered a serious loss in the death of another of the early champions of special education. Mr. Elliott was for many years a devoted advocate of the needs of handicapped school children and an effective exponent of more extensive school provision and more adequate preparation of teachers in this field. Due largely to his unremitting efforts the Michigan State Normal College at Ypsilanti became one of the outstanding centers of teacher training and special class administration in this country. Those who knew him as a colleague will miss his stimulating enthusiasm, his modesty, and his keen alertness in the field of education that consumed the attention of his later years. But untold children of this generation and of the years to come will owe much to a benefactor they never met.

The Epileptic in School

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This study is the result of five years' teaching experiences in one of the seven state institutions for epileptics in the United States. Since this particular school is used as a demonstration and practice school for one of the New York State Normal Schools, no child with an I.Q. of below 50 is kept in the school. There have been children in the school with I.Q.'s above 120. Even though the majority of children in the school have I.Q.'s below 75, it must not be assumed that the majority of epileptics are mentally retarded. A state law gives preference to the mentally indigent. This, plus other reasons, accounts for the large number of mentally deficient epileptics found in this state institution.

The chronological age range is from five to sixteen years. Academic work from kindergarten through eighth grade is given. No high school work is given even though there have been several instances where the chronological age and mental ability warranted it.

Since our school is composed mainly of people with I.Q.'s below 75 it is organized with this in mind. Individual needs are met socially, academically and by handicrafts. In addition to the youngest group which will be described in detail later, there are six other groups. One is composed of boys and girls who are chronologically below twelve and sufficiently alert mentally to carry on an enriched academic program. These children do considerable work allied with reading and with writing as well as a definite program in art, music, handicraft, and personal hygiene. Another is composed of girls above the age of twelve, who are also capable of carrying on an enriched academic program. These girls make their own dresses, cook and bake, wash and iron, and work on many types of handicraft. There is a group of older boys, which in composition

corresponds to this older girls' group. Woodworking is the most popular non-academic activity. There are two other groups which closely resemble each other. One is composed of boys about twelve and the other of girls of the same age levels. Low I.Q.'s and academic saturation characterize both groups. Because of these characteristics little emphasis is placed upon academic work. Great stress is placed upon personal hygiene, handicrafts, and non-reading activities.

To meet the needs of the children with I.Q.'s above 75 two classes (one for girls and one for boys) have been organized emphasizing academic instruction. Some of these people take the regents' examinations when their achievement indicates readiness.

An admission to the institution is placed in quarantine for a period of two weeks. At the end of this time, if the child appears to have adequate intelligence and is below sixteen years of age, he is sent to the school for a psychological examination. If the original prognosis of intelligence proves correct, he is placed in a class according to social maturity. Social maturity determines at all times the room in which the child will work. Groupings within the group take care of individual variations in subject matter achievement.

The youngest group is composed of children with ages from five to nine years. In mental ability they range from high-grade morons to so-called normal. A large share of their day is spent in spontaneous activities, under teacher supervision. They build with blocks, insert pegs in a board, paint on the easel, push and pull toy trains about, ride four-wheeled vehicles, bounce balls, bathe and dress dolls, sweep and dust the doll house, make the dolls' beds, wash and iron and sew the dolls' clothes, cook and serve toast and pancakes, and wash and wipe dishes. In fact, they indulge in all the play activities typical of any group of children having such a wide-age range.

They enjoy brushing their teeth, combing their hair and cleaning their nails. Even hanging up wraps is taken in stride.

Books are enjoyed according to the mental maturity of the child. The most immature thumb a book through rapidly while the most mature will pour seconds on end over one picture. They thoroughly enjoy *Little Black Sambo, Snip, Snap* and *Snurr,* and *Amelioranne,* and all the other good children's books.

In musical activities some are excellent and others—well, more accomplished musicians do exist. They enjoy singing, listening to the victrola and radio, playing toy orchestra instruments, simple folk dancing, singing games, and rhythmical body activities.

In art activities most are extremely modernistic, but with help from the child it is possible to differentiate between a horse that has just passed by and the rainbow reflected by the fish bowl.

The children are keenly interested in their environment. Location in the country gives ample opportunity for the study of rural activities. They enjoy trips to the piggery, the cow and horse barns, the gardens, the brook, the post office, the bakery, and other places of interest.

Because these young children seem to indicate a need for rest, the greater portion of the afternoon is given over to this. Immediately upon returning to school from dinner each child places his own mat on the floor and rests for an hour or more, depending upon apparent need. After the rest period the children set the tables for lunch of milk, bread and honey. Upon completion of the lunch each child is assigned one task in the clean-up routine.

It is the policy of the school not to begin reading until a child is at least six mentally. It is apparent that even at this age it is too soon since they do not seem to learn with facility until they are about seven mentally.

The theory of maturation is thoroughly in evidence as the boys and girls advance in years. While in the youngest group some children were satisfied to leaf through a book, the oldest people want to read books written for adolescents; in art the young children are Modernists, but the oldest belong to the Realist school; while the youngest play at cooking, the oldest are interested in cooking meals. Instead of making dolls' clothes the older girls want to make dresses for themselves. The youngest boys are satisfied to saw crude toys from wood, but the older boys want to make small pieces of furniture. In all activities there is evidence of maturation.

Our school building is a very ordinary three-story brick building. Each classroom is equipped with movable tables and chairs similar to those found in any regular school building.

A visitor to the school would never realize that he was in a school for epileptics. He might become aware of the four-foot wire screening that is placed along the top of the balusters of the three flights of stairs, and the heavy wire screens that protect the radiators. But aside from these, there is no difference in the material make-up of this school and that of any public school building.

Experience has demonstrated that there is no need for a differentiated educational program for the epileptic. If the epileptic child has normal intelligence he is capable of following the program advocated for the normal child. If the epileptic is mentally retarded this must be taken into consideration and his program modified to meet his needs.

However, if the epileptic is viewed only from the intellectual angle he is but partially seen for the epileptic, like the non-epileptic, has an emotional and a social life as well as an intellectual life. It is in the emotional and social life that the average epileptic differs so widely from the average non-epileptic.

In the November 1931 issue of Hygeia appears a short article entitled, "Epilepsy and Epilepsy Nostrums." The following[1] which proposes to describe the epileptic is quoted from that article: "It has been urged that the character of the epileptic is distinctive and marked by egocentricity, supersensitiveness, emotional poverty and an inherent lack of adaptability to normal social life."

In "The Delinquent Child"[2] appears this statement: "The best rocognized phases of personality disorders in earlier times were those connected with epilepsy————."

The incidence of behavior disorders among epileptics is far greater than among the general population. It is the writer's firm belief that this need not be so. Brown and Potter state:[3] "In social relationships epileptics are apt to become hypersensitive and seclusive *unless* this tendency is overcome by guidance and wise direction." Without question the personality disorders attributed to epilepsy should be attributed in large measure to unwise guidance. No one in constant contact with

1. Epilepsy and Epilepsy Nostrums, **Hygeia** 9 (November, 1931) p. 996.
2. **The Delinquent Child,** White House Conference on Child Health and Protection. New York, Century Co. 1932, p. 67.
3. Brown, Sanger and Potter, Howard, **The Psychiatric Study of Problem Children.** Utica, State Hospital Press, 1930, p. 66.

epileptics can fail to realize the important part that parents and society play in the moulding of their emotional and social reactions. A little boy when asked to walk on the sidewalk rather than on the grass remarked, "When I'm home my mother lets me do just as I want to." A boy about twenty complained about having to get up so early in the morning, "When I was home," he said, "my mother never made me get up until two in the afternoon."

On the other hand there are epileptics who are very well adjusted, kind and thoughtful. When the parents of these well-adjusted children are contacted it becomes very evident that they played a very large part in the adjustment of their children. When a very young child is entered in the school, growth in personality adjustment is very evident. Since there are well-adjusted and poorly-adjusted epileptics, it is safe to assume that the behavior disorders are the results of poor handling rather than the result of the disease.

The parents should not bear the full brunt of responsibility for the emotional and social maladjustment. Society (You and I make up society) must bear its full share of the responsibility.

Wm. G. Lennox states:[4] "In the time of Christ an epileptic was thought to be possessed by demons. Moderns do not believe this. In the fastidious society of the present a 'fit' is looked at with horror and the person who is subject to such attacks is often times cut off from normal associations and employment."

In Section III—*Education and Training,* White House Conference on Child Health and Protection the following treatment of epileptics is recommended by the largest city in the United States:

> "When a child has had a seizure in school it is considered advisable to suspend him for a while for his own safety as serious accidents may arise, not only to himself but to others."[5]
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> "School adjustment . . . is provided in several ways. Through a return to school on trial if the child is free from seizures for a year. If he has subsequent attacks in school he is again suspended from school and placed

4. Lennox, Wm. G., Epilepsy. **Hygeia** 9 (October, 1931) pp. 904-6.
5. White House Conference on Child Health and Protection, Section III, **Education and Training,** New York, Century Co. 1931, p. 417.

under home instruction until his physical condition improves."[6]

Our experience demonstrates that there is no need for the average epileptic to be excluded from school. The schoolroom itself offers no hazards for the child. To one unaccustomed to dealing with epileptics it is difficult to understand the flaccidity with which children go into convulsions. Injuries are seldom ever sustained.

Frequency of attacks is a determining factor in the maintenance of a child in the schoolroom. If he has many grand mals during the day, and is a disturbing element in the school he should be excluded. But contrary to general opinion epileptics do not have seizures constantly. In our school composed entirely of epileptics there will be weeks at a time when no seizures are in evidence in several of the rooms. Then there will be times when there will be at least three seizures in the same room on the same day. The tendency to attack and injure others is extremely rare.

The school and schoolroom of themselves offer no hazards. Conveyance of these children to and from the school in cities will present a problem. The transportation problem has been solved for the crippled. Can it not be solved in the same manner for the epileptic?

Is not the school directly responsible for the social and emotional maladjustment of the child when it assumes an attitude of rejection toward the epileptic? All epileptics have two thoughts in mind—one is, that everyone is afraid of them, and the other is, nobody wants them around. There is no need for the most elemental principle of mental hygiene to be reviewed here. Suffice it to say that the epileptic is the most perfect example of the violation of this principle.

Irving S. Sands states:[7] "Society should be taught to assume a rational and humane attitude toward a person suffering from epilepsy. He should be allowed to attend school, and to be taught a trade in which hazardous activities are unnecessary."

In other words an epileptic should be treated like any other person.

The question of educational procedure with the epileptic is not one of methods of dealing with the epileptic, but rather,

6. Ibid., p. 418.
7. Sands, I. J., Epilepsy—Some New Concepts. Hygeia 16 (August, 1938) p. 678.

means whereby the general public may be educated to accept the epileptic not as a monstrosity to be shunned and feared, but as a person suffering from a "reaction of the human body to different abnormal stimulations."[8] One who, even though reacting violently to a physical stimulation, wishes to be accepted and to be given the opportunity to take his rightful place in both his working and social milieu.

8. Epilepsy Commission of Harvard Medical School. Science N S 68 (Dec. 7, 1928) p. 561.

Children learn not only through experiencing and reliving the experiences of others, but they learn too from daily examples of those who surround them with such virtues as love of country and loyalty to its laws and institutions; honesty and integrity; respect for the respectable; reverance for God; sympathy for the unfortunate; kindness to the weak and aged, and many other virtues that make up the character of a worthwhile citizen. School Life—1941.

Keeping an Adequate Water Supply

Douglas D. Johnstone

Supervisor of Property,
The Training School at Vineland, N. J.

We build a water tank! In order to enlarge upon that short sentence we could go back to the beginnings of the institution and in detail give a long statistical report on each step of the water supply system. However, we will endeavor to touch upon only a few of the interesting facts relative to the construction of the new tank of 150,000 gallon capacity built in 1941.

It is interesting to note that there are on the grounds today those who were close neighbors to the institution at the time of construction of the original 50,000 gallon tank and who watched in the year 1899, as its construction was carried on by the then most modern methods, principally consisting of a team of horses, the block and fall, plenty of manpower, and a few wrenches. Today these same people with equal interest have watched the new tank go up, with air compressors, riveting machines, welding torches, donkey engines and only three or four men to control these machines who put the tank up in spite of delays in a comparatively short time.

Talking with these folks makes us curious as to why all of this bother just for a little water, so let's think back to 1888 when our population, at the beginning, was sixteen children.

Possibly cisterns at that time were the sole source of supply, for in 1889 is was recorded, "among our most pressing needs is a better water supply——." We believe since that statement was first made and for many reports thereafter right up to a year ago, it has been repeated from different standpoints but substantially, "among our most pressing needs is a better water supply."

The water supply in 1889 was quoted as being wells and cisterns which, "are inadequate to so large a population." The population records at that time showed forty-eight children. The fact was also mentioned that the boys were doing a good

service at the pumps. What other sanitary measures were being taken at that time where water was used, is hard to tell although as we go through the years we find mention of improvements and "needs for a better water supply." Already the discussion of use of water from some outside source was under way. The State Institution, across the street, apparently had more improved methods and the Vineland Water Works was in existence. It was thought advisable at that time to tap into the Vineland system. The nearest tap was about a mile away and the cost of doing this would necessitate an outlay of several hundred dollars. However, they believed by doing this water would be "available at all parts of the premises." In connection with this, adequate laundrying facilities, hospital sanitation and heating needs would be met. In the course of planning for this, however, there was some question as to being dependent upon another source of supply. Self-sufficiency seemed to be the aim.

By the year 1890 there were seventy-four children and it was felt that the need for further water facilities was now too urgent to be neglected longer. The fire hazard had increased and that seemed to bring the matter to a head. Therefore, a contract was drawn up with the Vineland Water Works Company whereby at a cost of $450 their mains were extended to a point on Landis Avenue opposite Wilbur Cottage. The annual payment for water used was one dollar for each member of our family until the number amounted to one hundred, then seventy-five cents for each in excess of that number. The present water rate from the borough municipal plant is hardly comparable since now it is all metered.

Water was first inducted to the old Maxham and Wilbur Cottages and as soon as this connection was made, two fire hydrants were purchased and installed, and six hundred feet of firehose bought. The total cost of obtaining these improvements came to approximately one thousand dollars and was paid out of current funds.

The installation of this system, however, did not cover all buildings at that time which were considered part of the institution and the boys still had to man the pumps. This job brought about a great peace of mind to the authorities, since it did much to overcome the fire hazard.

Use of water for toilet facilities would have been considered rank extravagance at this time since the following note is found in the superintendent's report for the year 1890—"A health wagon will soon carry each day still further away from out-cottages the refuse to be composted."

In 1891 the population had increased to 119 and in that year Cattell was built, also Seguin Cottage. Water lines were extended to these new buildings. From 1891 to 1894 several new buildings were built further to the south and in 1894 when the population was 191 a 7,000 gallon water tank was placed in the new barn tower which gave sufficient force to raise water to the top floor of the new Robison Cottage. Just how this tank was supplied, we have been unable to determine. Possibly, it was an independent source pumped by hand or some similar method. However, 7,000 gallons seemed like a great deal of water.

In that same year the disastrous Robison fire occurred, completely demolishing the building before it was entirely completed. This of course showed the necessity of enlarging the water mains from Vineland, which consisted of a four-inch main running from Eighth Street to Valley Avenue and from there on a three-inch main to the institution. It was thought at that time a six-inch main would be sufficient but before proceeding, again the possibility of self-sufficiency came to the fore. The need of an independent supply was being discussed more and more frequently.

In 1895 with a population of 217, several new buildings were completed, including a steam laundry with a forty horsepower boiler. All of these new buildings kept forcing the issue for the need of an independent supply.

In 1896 with a population of 233, a great forward step was taken in the way of sanitation. A porcelain bathtub was installed! With this new innovation plus the forty horsepower boiler, before mentioned, and the beginnings of a new boiler house, the need was now seen for the installation of "ample water supply" for irrigation and fire, an electric plant, a central heating system and adequate sewage disposal.

It seemed there was to be no rest for the weary since so great was the need felt and costly though it was, there seemed to be one disaster after another to force the issue, for in 1897 Maxham burned, a tragedy thought avoidable because of the installation of fire hydrants and water supply from town.

In the same year Garrison Hall and Moore Cottage had been constructed, and Wilbur Cottage had been moved. Again through the reports goes the cry for more water, the need of sewage disposal and irrigation plant was again mentioned, also the construction of a powerhouse. The cost at that time was estimated to be $50,000 for these needs, so, late in that year a powerhouse was started with the necessary lines running north and south of it to service the present north and south buildings.

Much to the joy of all concerned in 1898 a four-inch well, 156 feet deep was driven, and also an auxiliary well, south of Robison, which was operated by a Worthington Steam Pump. In this connection it might be interesting to note the Worthington Steam Pump put in service at that date served daily from that time until 1936. This pump, we believe put water into the 7,000 gallon tank over the barn, mentioned before. The irrigation system west of the poultry plant was installed. This irrigation system drew visitors from far and wide, it being considered the most modern type of irrigation.

Now with such pumping facilities and the beginnings of a distribution system, the need of sufficient water storage was felt, and it was in 1899 that the 50,000 gallon tank was erected The only other known storage at that time was the 7,000 gallon tank at the barn. The aggregate capacity was mentioned as being 65,000 gallons and to trace the remaining 8,000 gallons of storage has been difficult. We know only from word of mouth that there was a tank in Wilbur Cottage attic sometime preceeding the year 1899 and there are physical evidences of such a tank having been there at one time. It is not in the least beyond the realm of possibility that this tank could have contained the 8,000 gallons, although we would shudder to think of putting all that weight, about 33 tons, in a frame cottage.

During this year four and six-inch pipes were being laid throughout the grounds. New hydrants were purchased and installed. Whether or not town service was discontinued at this time is not known, although it seems likely they were kept available for emergency service.

In 1900 the new powerplant was completed and heat and power were being funished for the north and south cottages. A new sewage disposal system in the form of a cesspool accom-

modating several buildings was completed in 1901. During 1901 new boilers, heating lines and water supply lines were being run. The powerhouse was not completed until late in that year. The population had increased to 239. The use of water was mentioned as having increased immensely and in 1902 three new wells were driven. These three wells were located south of Garrison Hall and east of the powerhouse, and were fed through a common line to the single Worthington Pump which had been moved from Robison to the new powerhouse. These three wells were abandoned about 1936 when a new well was driven directly under the powerhouse, and two or three years later another well was sunk opposite our new laundry building.

The wells that were started in 1902 were not finished completely until 1903 and the driving of them was an interesting process. Today a well-driving machine is operated by one man and a 150-foot well can be sunk in a week. Many weeks were required to sink each of these three wells. It was done by setting a tripod above the pipe, fastening a pulley to it, running a rope through the pulley with a heavy weight on the end and then men and boys would pull on the rope and pound on the weight, dropping the pipe down. This is a back-breaking process and very discouraging when a pipe comes against clay or stones. However, the wells were driven successfully and connected with the Worthington Pump and a Snow Pump used as an auxiliary which is still in service.

The steam, water and power system was completed none too soon for in 1904 the barn burned, which contained the 7,000 gallon tank. The new store building was built and the laundry was moved to a new building opposite the powerhouse. Steam and return lines were run to new locations and now all buildings were heated from the central plant. A four-inch water main was run to a point southwest of the barn as a fire line and the first mention of electricity was made in the report of 1904.

At this time the population showed a definite increase from 279 in 1903. For a period of five years it increased another hundred and in the same period mention was being made of sanitary plumbing. This meant the installation of inside bathrooms and toilet rooms. Sanitary closets were spoken of with much pride and in 1908 announcement was made with acclamation that "we now have none of the old earth closets left."

The type of sanitary fixtures showed that every effort was being made to lead the field in methods of sanitation; as early as 1909 flushometers were being used, the type of course which are now considered obsolete. Laundry tubs, bathtubs, sinks of a design acceptable today were being installed and laundry equipment of a more modern type was being used.

A swimming pond was built and additional irrigation lines were put into service and at the end of the years 1908-09 there was a real demand for and use of an efficient water supply system. This of course had its follow-up in the construction of a modern cesspool and sewage disposal field. This construction was engineered with the assistance of the State Experiment Station. Again the institution lead the field in methods of sanitation since the sewage disposal field constructed at that time has been in operation since and proved to be a plan followed by many municipalities as being among the best of accepted types.

In 1912 with a population of 418 a building boom started. Of course the increased population rather forced the issue and made this essential, but up until the year 1913 we had not been entirely independent from outside source of water supply. At that time, however, a connection was made into the State School system. That, together with our own equipment which was by that time in mighty good shape, made us able to feel quite secure in our water supply.

Now this month we are dismanteling the old tank after forty-three years of service. By so doing the storage capacity has been increased from 50,000 gallons to 165,000 (the capacity of the new tank and its stand pipe). We have tried carefully to consider future needs, and the system is really in fine shape, BUT, mark my words, it will be only a comparatively short time before we hear the cry for more water to supply the air-conditioning units,—to wet down the flying field,—to supply the extensive lawn irrigation system, and other ultra-modern needs beyond our conception today.

I can hear it as in 1889:—"Among our most pressing needs is a better water supply."

Menantico Colony Annual Report, 1941-1942

Frank G. Merithew, Manager

The Training School at Vineland, N. J.

Twenty-eight years ago today, if you could have taken a bird's-eye view of what was contemplated to be the Colony, you would have seen 534 acres of woodland, today you would see 1400 acres. On the West side of this tract of land you would see a group of 24 buildings, surrounded by 400 acres of cultivated field with a lake covering 75 acres in full view of the buildings. You would also see 100 happy boys going hither and yonder doing their daily tasks on the farms, in the barns, or in the truck garden. During their leisure hours some can be seen hurrying toward the lake with fishing pole and line, some will be playing outside games, others will be listening to the radio, while Henry and Raymond and a few of the older boys join me in just sitting around dreaming and talking of changes that might be made to make the Colony, which we feel is our home, more prosperous and attractive.

For many years past I have preached the gospel that, "you get out of life just what you put into it. If each day you do kind deeds and say pleasant things, you will be happy. If you do and say bad things you are bound to be unhappy." I have instilled in their minds that this is their home and it rests with them whether it shall be a pleasant and an agreeable one.

Our new Chapel is a rectangular building constructed of Jersey sandstone, and is much admired by those who visit the Colony. During all the past years we have held our Sunday Assembly in the dayroom, which because of the facilities, only accomodated part of the group. Now that we have a building expressly for this purpose all the boys can attend our Sunday assembly. I feel that it exerts a moral influence upon the entire group. Once each month and some months more often ministers of different denominations come to talk to the boys. The reaction to these talks is reflected in disciplinary matters.

Last May ground was broken for a new Cottage. It is to be known as the Hankins Cottage, which will take the place of

the present Pine Cottage. When completed, the present Pine Cottage will be torn down. The building is of brick veneer construction. It is built similar to the Bleeker Cottage with many added improvements, such as lighting, heating and bathroom facilities. Ample room for the storage of clothing, suits and shoes has been provided. While this new building will add much to the general appearance of the Colony, I am sure, the parents of boys in Pine group will appreciate our efforts in trying to make the lives of their children pleasant. I might add that nearly every boy in the Colony group has had some part in the construction of this new building. Many helped in the excavation work, while others tended the carpenters, the masons, the plumbers, and the electricians. Raymond did all the outside painting of cornice and window frames.

As is well known the entire efforts of the Colony is in the Agriculture field. During the past few years we have built up quite a reputation in the growing of sweet potatoes. Our "sweets" are sold on the New York Market at a premium. Many of the growers in this section come to us each year for our seed. Considerable seed is being sold in other States. Last year a carload was shipped to the Middle West.

The dairy has been at the Colony for the past ten years. At the time of the transfer the Training School herd consisted of 28 Holsteins and 21 Guernseys. Of the Holsteins, six were pure breds. The average yearly production per cow was 8311 lbs. testing 3.1. The Colony had at this time 11 milch cows and 38 heifers. This made a herd of 60 cows and 38 heifers. All but one of these have been sold. Replacements have been made through our own breeding.

Our first aim was to increase the production. There are two ways to accomplish this, viz, by buying better producing cows, and through breeding. We decided to gain this end through breeding. Our decision was greatly influenced by the advice given by Dr. J. W. Bartlett, Professor of Dairy Husbandry and Dr. Carl F. Bender, both of whom are connected with the Agricultural Experiment Station of the State of New Jersey.

Prior to the transfer of the Training School herd to the Colony, a very friendly relationship had been built up between Dr. Bartlett and Dr. Bender and myself, through contacts made while exhibiting swine at the New Jersey State Fair.

About the time the cattle were transferred to the Colony, the State of New Jersey was given a large tract of land in Sussex County, well stocked and completely equipped for farm purposes. Dr. Lipman, then Dean of the Agricultural College, very wisely conceived the idea that a breeding demonstration would be extremely beneficial to the farmers of the State. Dr. Bartlett and Dr. Bender were given charge of the project.

About six years ago Dr. Bartlett became interested in our herd. He conceived the idea that the breeding program at Sussex could be instituted in our herd by using in rotation the same sires that were being used in the Sussex breeding program. By so doing the demonstration would have a wider scope whereby the farmers, especially in the Southern part of the State would be benefited. The 8 sires used in the past six years are owned and registered jointly by the New Jersey Agriculture Experiment Station and the Training School.

How well the plan has worked out can be judged from the following record. Today we have a herd of 89; 48 milch cows and 41 heifers. All are pure bred, registered Holstein, tuberculin and blood tested. The average production per cow last year was 11,216 lbs. milk, 425.9 butter fat, testing 3.75. Last year No. 105 N. J. E. S. Jewel Ormsby Dairymaid produced in 365 days, 16,762 lbs. milk, 674 lbs, butter fat, testing 4.02. This year the highest production was made by Vineland Topfield Perfection. In 327 days she produced 17,143 lbs. milk, with a butter fat of 579.5 lbs. We have in the herd 35 that have produced between 10,000 and 16,000 lbs. of milk during the first year.

During the past year 24 milch cows have been sold for dairy purposes. The average price was $150.00. Several bull calves have been sold for breeding purposes. Two sold for $150.00 each, both being sent to California. Half interest in one was sold to the Pennsylvania State College.

And so our work reaches out far beyond our own confines.

A Bouquet of States

One evening just at twilight during the holidays, we were making calls upon some of the children. The cottages were still festive with holiday splendor. The rich, fragrant spruce trees grew on our own grounds. The wreaths and laurel roping were made by the boys and men in the farm department. All of this growth and work adds an appreciation that no money can buy. Good taste in color and arrangement were evident everywhere. In this particular cottage there was warmth and the busy contented hum of boys at play. I wonder how it could be otherwise! We saw gifts on every side, and on the closet shelf were stores of jars and boxes of good things yet to come. All of this good management follows the wise direction of their devoted house mother.

As we approached the big table in the center of the room where the boys were playing games (and such wonderful boys' games they had), they were eager of course to tell us all about their Christmas gifts. I became conscious of a great variety of gifts and differences in choice for these youngsters who are all at an interesting and play-loving age.

My question to Donald, "Let me see, where is your home?" brought not only his answer, "I am from Minnesota," but the next little fellow said, "I am from New Orleans," and from across the table, "I am from Arizona." Then there were three or four from New Jersey, Peter from Washington, D. C., and Ellis from New York City. Over by the window Jackie from Mexico City chimed in and Perry from New York State, with John from Pennsylvania. Billy always likes to say, "I am from Frisco, California." Then came Clarence from New Jersey, Frank from Ohio, and little Ralph from Massachusetts, and still another voice from Colorado. I added my New Hampshire, and there we were representing so many states, so many homes, so many families scattered over our land, east, west, north and south. All gathered with common interests surrounded by warmth and beauty in our peaceful village, happy and free, where such a wide acquaintance is an education in itself for a group of growing boys.

Helen Hill

Notes from the News Sheet*

We have been enjoying skating on the lake for the past week. When the snow came, we swept it off and kept right on skating. Several people from town came out and skated with us.

We all had a very nice Christmas at Menantico. We had our Chapel trimmed for Santa Claus. It was very nice. The tree was grown here at the Colony from a seedling, and was very pretty. It was a Douglas fir. Professor Johnstone came out for Santa's reception.

The boys who have birthdays in January—Walter, Jimmie, William, Eddie, Arnold, Francis, Raymond, Norman, and Henry, had a birthday dinner on January 12th. We had roasted chicken and all the trimmings, and ice cream and cake. Mr. and Mrs. Merithew had dinner with us. Mrs. Merithew's institution birthday is in January.

On December 21st, Miss Vernon took five of us girls to church to hear the Christmas Carols, and they were very nice. We also saw the Christmas lights and the big community tree. Miss Vernon took me to the cemetery to put a lovely wreath on Barbara's grave from all the Moore girls.

Santa Claus was very good to all of us here at Carol Cottage. I love dolls so I will tell you about our little family of dolls that we added this Christmas. Carol's doll is a pretty Tommy Tucker, with real curls, and it plays music. She named her doll Jean after little sister. Marcia's doll is a stuffed one and she calls her Lazy because she has her eyes closed. Janet's doll is made of different-colored wash cloths, and she named her Sissy. Doris' doll is very pretty, with her brown hair and she wears a cowboy hat and her name is Doris. Jane loves her doll and calls her Frankie. Big Josephine's doll is a stuffed one and she calls her Peggy. Little Josephine named her doll Doris and she had a wardrobe of clothes come with her, and she dresses her up for many occasions. Suzanne received a Betsy Wetsy doll with red hair and she calls her Alice. Anne's doll has blonde hair with a pink ribbon. We call her Anne after her. My doll is a very pretty doll with golden braids made out of yarn. She wears a beautiful blue dress and white shoes and socks. I love her and take her out every day with me. I named her Peggy. Now you have met all of our new dolls. We are all so happy playing with them, and are so glad that Santa left us just what we each wanted most.

We enjoyed the Four Mile Sign Post this month, especially the Christmas activities in the cottages, since we saw the names of our old friends.

Just now we are getting the trees ready for pruning. Pruning is the cutting away of useless branches and makes them easy to spray. It is important to spray the trees against insects and fungus and many other orchard pests.

* These are copies of the notes gathered by the children for their monthly News Sheet.—Ed.

We received the first of our educational motion picture films for the season from the New Jersey State Museum. We have been receiving films from them for the past four winters. The films this year are especially nice, for example, last week we had one which showed how helpful electricity is to the farmer. One of the habits and life of the beaver.

Every day now some of the Babbitt boys can be found at the work bench in the basement. Several of them received tools for Christmas which will enable them to work out interesting projects in the workshop.

An earnest attempt is made to study not only the child's needs but the community's as well. The mentally retarded girl is a "doing girl" and must of necessity have an acquaintance with the tools or machines she is to handle. Certainly she will give her employer a better " first impression" if she tackles her job with a sense of security. We believe that the inculcation of good work habits, accompanied by varied occupational experiences together with a wholesome personality will better equip the mentally retarded girl to meet the practical problems in her work-a-day world. Some of the occupational experiences taught are sewing, cooking, house work, laundry work, child care, beauty culture, etc. The academic knowledge and skills taught are of a limited nature. We give the child as much as she can grasp in the hope that she will be able to read and answer friendly letters, read the headlines, and fill out application blanks. She should be able to figure, compute and talk about her food, rent, clothing, salaries, etc. It is our belief that the curriculum used in the Binet Centers is replete with experiences of a meaningful and satifying nature which may help our girls adjust not only occupationally but morally, and socially as well.—*Binet Review*